



THE APPLICATION OF EMPIRICISM IN PSYCHOLOGICAL GUIDANCE MODELS

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Received: November 25, 2025

Accepted: February 5 2026

Published: April 27, 2026

Abstract

The psychological guidance model plays a role in developing students' character and tolerance towards diversity in culture, religion, and social background. This approach is supported by Gordon Allport's trait theory and social interaction model that emphasizes learning through empirical experience to create an inclusive educational environment. This research aims to analyze the application of empiricism philosophy as the foundation of Gordon Allport's trait theory in the psychological guidance model. The method used is a qualitative literature study with content analysis of the literature. The results showed that: (1) Locke's *tabula rasa* and Hume's bundle of perceptions empiricism philosophy asserts that knowledge and personality are formed through empirical experience; (2) experiential-based interventions are effective in developing students' empathy and tolerance; (3) The integration of empiricism philosophy into the psychological guidance model results in a structured and evidence-based approach that is adaptive to individual needs in the context of inclusive education. (4) The psychological guidance model based on the philosophy of empiricism produces a scientific model with practical implications for the development of tolerance.

Keywords: *Empiricism; Psychological Guidance; Tolerance.*

Abstrak

Model bimbingan psikologis berperan dalam mengembangkan karakter dan toleransi mahasiswa terhadap keberagaman budaya, agama, dan latar belakang sosial. Pendekatan ini didukung oleh teori *trait* Gordon Allport dan model interaksi sosial yang menekankan pembelajaran melalui pengalaman empiris untuk menciptakan lingkungan pendidikan yang inklusif. Penelitian ini bertujuan untuk menganalisis penerapan pandangan filsafat empirisme sebagai landasan teori *trait* Gordon Allport dalam model bimbingan psikologis. Metode yang digunakan ialah studi kepustakaan kualitatif dengan analisis konten terhadap literatur. Hasil penelitian menunjukkan bahwa: (1) Filsafat empirisme Locke (*tabula rasa*) dan Hume (*bundle of perceptions*) menegaskan bahwa pengetahuan dan kepribadian dibentuk melalui pengalaman empiris (2) intervensi berbasis pengalaman efektif mengembangkan empati dan toleransi mahasiswa; (3) Integrasi filsafat empirisme ke dalam model bimbingan psikologis menghasilkan pendekatan terstruktur dan berbasis bukti yang adaptif terhadap kebutuhan individu dalam konteks pendidikan inklusif. (4) model bimbingan psikologis yang dilandasi filsafat empirisme menghasilkan model yang ilmiah dengan implikasi praktis untuk pengembangan toleransi.

Keywords: *Empirisme; Bimbingan Psikologis; Toleransi.*



A. Introduction

Psychological guidance aimed at developing character and empathy plays a role in helping students face various challenges that arise, especially in efforts to increase tolerance towards differences in culture, religion, and social background¹. The psychological guidance process provided not only supports but also contributes to individual growth so that they can develop positive attitudes and skills that will be useful for their future lives and promote peace².

According to Kashkhyrbay et al (2024) psychological education, it has the potential to assist higher education institutions in designing and implementing effective strategies to promote tolerance within the pedagogical process. Additionally, psychological education plays a role in creating a more equitable and inclusive learning environment for all stakeholders involved. The implementation of tolerance development programs in university settings has demonstrated significant and positive impacts on students. This is evident in increased understanding, acceptance, and appreciation of the differences among the individuals around them. Students become more open and willing to interact and collaborate with people from diverse backgrounds³.

The psychological guidance model has a strong foundation in the philosophy of empiricism. Empiricism is a school of philosophical thought that emphasizes that all forms of knowledge originate from experience, particularly sensory experience, which plays a crucial role in the formation of ideas and the acquisition of knowledge⁴. This basic principle forms the foundation for an evidence-based approach to psychological intervention, in which techniques and strategies in psychological counseling are designed with reference to empirical data obtained from the experiences of clients and scientifically tested research results⁵.

In line with this view, a study conducted by Wahyuni and Fernandes shows that the use of an empirical approach in psychological counseling can increase the effectiveness of interventions through the application of systematic and measurable methods.⁶ Furthermore, a meta-analysis study conducted by Smith (2021) confirms that empirically-based models not only strengthen the validity of counseling practices, but also encourage the development of adaptive techniques tailored to the diverse needs of individuals.⁷ The integration of the philosophy of empiricism into psychological counseling practices ensures that the approach taken is scientific, structured, and responsive to the psychological dynamics experienced by the client.

As a concrete illustration, the psychological guidance model designed to increase tolerance among students emphasizes that the empirical philosophical basis not only serves as a theoretical foundation but is also implemented methodologically through rational and empirical validation stages. Research conducted by Septian et al (2025) explicitly states that the model is based on the philosophy of empiricism and involves empirical testing in its development process.⁸ Additionally, the trait theory proposed by Gordon Allport explains how individual traits are formed through sensory experiences.

¹ Z. N. Birol and Y. Günal, "Psychological Counseling and Guidance Students' Views on Industry 4.0," *African Educational Research Journal* 8, no. 2 (2020): 131–36; N. Rismawati, "Pengembangan Toleransi Melalui Bimbingan Psikologis Di Perguruan Tinggi," *Jurnal Psikologi Pendidikan* 18, no. 2 (2020): 92–104.

² A. P. Dandi, "Nilai-Nilai Etika Aristoteles Dalam Mewujudkan Perdamaian Manusia Indonesia," *Lumen Veritatis* 14, no. 1 (2023): 41–52, <https://doi.org/10.30822/lumenveritatis.v14i2.2307>.

³ N. Nikitina et al., "About Tolerance Development in Future Social Workers at University as a Professionally Important Quality," *Indian Journal of Science and Technology* 9, no. 29 (2016).

⁴ J. Locke, *An Essay Concerning Human Understanding* (Clarendon Press, 1975).

⁵ Felicia A. Huppert and Daniel M. Johnson, "A Controlled Trial of Mindfulness Training in Schools: The Importance of Practice for an Impact on Well-Being," *The Journal of Positive Psychology* 5, no. 4 (2010): 264–74, <https://doi.org/10.1080/17439761003794148>.

⁶ S. Wahyuni and R. Fernandes, "Empiricism in Psychological Guidance: Enhancing Intervention Effectiveness," *Jurnal Psikologi Pendidikan* 15, no. 2 (2022): 145–60.

⁷ T. B. Smith, "The Efficacy of Empirically Supported Counseling Techniques," *Journal of Counseling Psychology* 68, no. 3 (2021): 321–35.

⁸ M. R. Septian et al., "Model Bimbingan Psikologis Untuk Mengembangkan Toleransi Mahasiswa" (PhD Thesis, Universitas Pendidikan Indonesia, 2025).

There is a close relationship between the philosophy of empiricism and Gordon Allport's trait theory, as both explain how knowledge and individual traits are shaped by the experiences they undergo. Traits are tendencies that determine how individuals respond to the world around them, with the resulting traits tending to be consistent and enduring, and taking into account consistency in human behavior.

The psychological guidance model has been adapted from the social interaction model proposed by Joyce et al (2000).⁹ This model is designed to improve social skills and strengthen interpersonal relationships among individuals through various collaborative activities, group discussions, and conflict resolution. The primary focus of this model is to encourage cooperation and mutual understanding among individuals, which is crucial in the context of fostering tolerance among students. In its implementation, the psychological guidance model aims to help individuals understand differences in perspectives, cultures, and beliefs through collaboration within diverse groups.

Psychological guidance models that encompass both guidance and psychological aspects are closely related to overall individual development. According to Langeveld (1979), education can be understood as a process aimed at shaping young people into mature individuals, taking into account the various aspects of development possessed by the individual.¹⁰ In this context, the key to the educational process lies in the "pedagogical situation," which is the interaction between educators and students. In this interaction, educators play a role in guiding and assisting students in their development process.

Guidance, according to Paterson (1938), focuses primarily on developing the potential, interests, and goals of each individual. In this context, Williamson, (1939) and Blocher (1975) define guidance as an interactive process involving elements of understanding and emotional support needed by individuals. The role of guidance is crucial in helping individuals adapt and optimize their abilities, as stated by several previous researchers such as Brewer (1932), Strang, (1934), (Myers (1941), Crow & Crow (1960). In further studies, Bruce (1938) and (Miller, 1961) emphasized that guidance plays an important role in helping individuals overcome various personal and social problems. According to Nurihsan (2007) guidance serves to help individuals understand themselves, recognize their surroundings, and make wise decisions in order to achieve optimal development.¹¹

Guidance has preventive, developmental, and curative properties, with a holistic approach. This approach covers various aspects such as cognitive, affective, and psychomotor, which aim to create balance in the emotional, social, and academic aspects of individuals. Yusuf (2009) adds that guidance also plays a role in supporting individuals to achieve maturity in various aspects of their lives.¹² The essence of guidance as an integral part of education lies in the effort to develop individuals' potential optimally. In conclusion, guidance can be defined as a systematic assistance process designed to help individuals understand themselves, overcome various problems that arise, and make wise decisions in various aspects of life, including education, career, and personal life. Additionally, the psychological aspects involved in guidance include an individual's mental condition, encompassing cognitive, affective, and psychomotor dimensions.

Psychological guidance theoretically refers to counseling psychology. According to Patterson (1973) psychological counseling is a discipline that combines psychological theory with practice to help individuals cope with emotional, social, and developmental challenges using a holistic approach that considers both internal and external factors.¹³ Blocher (1975) adds that psychological counseling involves various techniques to help individuals manage stress, anxiety, and interpersonal issues.¹⁴ George & Cristiani (1995) view it as a process of self-understanding and building interpersonal relationships to achieve a meaningful life.¹⁵ Gelso & Fretz (2001) emphasize the importance of problem

⁹ Bruce Joyce et al., *Models of Teaching* (Allyn and Bacon, 2000).

¹⁰ M. J. Langeveld, *Beknopte Theoretische Pedagogiek* (Wolters-Noordhoff, 1979).

¹¹ Robert R. McCrae and Paul T. Costa, "Empirical and Theoretical Status of the Five-Factor Model of Personality Traits," *Journal of Personality* 78, no. 6 (2008): 1–25.

¹² S. Yusuf, *Psikologi Perkembangan Anak Dan Remaja* (Remaja Rosdakarya, 2009).

¹³ Lewis E. Patterson, *The Counseling Process* (Brooks/Cole Publishing Company, 1973).

¹⁴ D. H. Blocher, *Counseling: A Comprehensive Approach* (Harper and Row, 1975).

¹⁵ R. L. George and T. S. Cristiani, *Counseling: Theory and Practice* (Allyn and Bacon, 1995).

prevention and well-being enhancement through evidence-based practices.¹⁶ Altmaier & Hansen (2012) view psychological counseling as a branch of psychology aimed at helping individuals overcome emotional and social problems with a focus on relationships that support personal growth.¹⁷ According to Mortensen & Schmuller (1959) (Patterson, 1973), as well as (Shertzer & Stone, 1980), guidance and counseling are closely intertwined (interdependent) because both aim to help individuals achieve optimal development.¹⁸ Guidance serves as a preventive measure and source of information, while counseling is more in-depth in exploring internal and emotional conflicts. Both complement each other in promoting holistic individual development, helping to address psychological issues, and achieving one's full potential in personal, social, and academic life. Mortensen & Schmuller (1959) explain that this interconnection is due to: first, the shared goal of helping individuals understand themselves and make decisions; second, a holistic approach in which guidance encompasses more specific aspects of counseling; third, the complementarity between providing general information and delving into personal issues; and fourth, interrelated practices in which professionals can perform both simultaneously in guidance sessions using specific counseling techniques.¹⁹

Guidance in Indonesia is aligned with collective cultural values and preventive needs in education. Corey (2017) states that the approach to guidance and counseling is influenced by cultural context.²⁰ In Indonesian society, this approach is accepted because it values collectivity and hierarchy. Guidance provides direction in accordance with local culture, which respects guidance from authorities such as teachers and parents. Gysbers & Henderson (2014) show that the development of guidance and counseling is related to educational needs, where guidance is an important part of the Indonesian education system for preventive efforts for all students.²¹ In the National Education System Law (UU Sisdiknas) No. 20 of 2003, guidance services are considered a crucial element in helping students achieve learning objectives, understand their potential, and overcome educational challenges. Article 1 Paragraph (1) states that education is a planned effort to create a learning environment that enables students to develop their potential. Guidance supports students in overcoming learning barriers, both psychological and social. Article 3 sets the national education objectives to develop students' potential into individuals who are faithful, virtuous, healthy, knowledgeable, and responsible. Guidance plays a role in supporting the comprehensive development of students' potential, including academic, personal, social, and career aspects. Article 12 Paragraph (1) Point b emphasizes that every student has the right to receive education services in accordance with their talents, interests, and abilities, as well as guidance in choosing the right educational path or career.

B. Method

This study uses a qualitative approach by applying the literature study method as its main foundation. A literature study can be understood as a series of activities that include collecting data from various reference sources, involving reading, recording information, and processing the data obtained as a foundation for writing. In carrying out this process, the researcher strives to collect a variety of relevant sources of information, conduct an in-depth review of existing literature, and perform qualitative analysis by applying purposive sampling techniques in selecting the data to be used. The data collected in this study was obtained through a process of collection and analysis carried out by the researcher using bibliographic annotations. The primary data sources used in this study come from references related to the philosophy of empiricism and psychological counseling, which are generally in the form of books and academic journals. The data analysis process in this study consists of three simultaneous activities: data simplification, systematic data organization, and the drawing and testing of conclusions obtained from the analysis (Miles & Huberman, 1994).

¹⁶ C. J. Gelso and B. R. Fretz, *Counseling Psychology* (Harcourt, 2001).

¹⁷ E. M. Altmaier and J. I. C. Hansen, *The Oxford Handbook of Counseling Psychology* (Oxford University Press, 2012).

¹⁸ Patterson, *The Counseling Process*.

¹⁹ Donald H. Blocher, *Counseling: A Comprehensive Approach* (Harper & Row, 1975).

²⁰ G. Corey, *Theory and Practice of Counseling and Psychotherapy*, 10th ed. (Cengage Learning, 2017).

²¹ Norman C. Gysbers and Patricia Henderson, *Developing and Managing Your School Guidance and Counseling Program*, 5th ed. (American Counseling Association, 2014).

C. Result and Discussion

1. Empiricism

The term “empiricism” comes from the Greek word “empeiria,” which means “experience.” In general, empiricism can be defined as a view that states that all concepts and ideas originate from experience, and that all beliefs or propositions that can be accepted rationally can only be justified or understood through that experience. In this context, the philosophy of empiricism is a school of philosophical thought that asserts that all knowledge comes from experience, especially experience that can be perceived by the senses.²²

The philosophy of empiricism strongly emphasizes the importance of experience, empirically testable evidence, and observation in the process of forming ideas and in the pursuit of knowledge. This is expressed by Deleuze & Guattari, who show that direct experience and careful observation are key to forming an understanding of the world. Furthermore, this philosophy also argues that knowledge about the reality that exists around us must be proven through experience.²³

Some important figures in the development of empiricism are John Locke and David Hume, who each made significant contributions to this school of thought in different ways. Locke focused on how sensory experience shapes understanding, while Hume emphasized the aspects of skepticism and the limitations of experience itself. Thus, empiricism not only serves as a guide in understanding how to acquire knowledge, but also as a tool for evaluating and questioning the foundations of held beliefs.

According to John Locke's view in the context of empiricism, all knowledge related to physical objects and real existence is highly dependent on experience. The truths obtained through factual experience to understand the true essence of these physical objects, and the result of this process is empirical knowledge.²⁴ The philosophy of empiricism developed by John Locke made a significant contribution to the evolution of human thought. By emphasizing experience as the primary source of knowledge, Locke played an important role in laying the foundation for modern science. He encouraged individuals to continually question and evaluate the knowledge they possess. Through his empirical approach, Locke not only enriched people's understanding of the world around them, but also of themselves.

The philosophy of empiricism proposed by David Hume, has a strong foundation based on the distinctions he makes between different types of propositions.²⁵ In this context, the relation of ideas can be understood as a proposition that, when stated in the form of a negation, results in a contradiction. On the other hand, facts are not necessarily true; facts can be refuted without resulting in a meaningful contradiction. In other words, these relationships between ideas can be known a priori, while issues related to facts can only be understood through empirical experience. Furthermore, this philosophical perspective of empiricism also provides profound insights into the nature of humanity, worldview, utility, and its implications in the trait theory developed by Gordon Allport, which in turn can serve as a foundation for psychological counseling models. Thus, empiricism is not merely a theoretical approach but also serves as a relevant framework for understanding human behavior and developing more effective psychological practices.

2. The Nature of Humanity in Empiricism

Locke's epistemology is based entirely on sensory experience and internal reflection as valid sources of knowledge, emphasizing that the human mind is passive at the beginning of life but capable of growing rich in complex ideas based on empirical interaction. According to John Locke's thinking, human nature can be understood as a tabula rasa or blank slate. In his view, humans are not born with existing knowledge, but must strive to seek and discover knowledge themselves through a process of

²² J. Juhansar, “John Locke: The Construction of Knowledge in the Perspective of Philosophy,” *Jurnal Filsafat Indonesia* 4, no. 3 (2021): 254–60, <https://doi.org/10.23887/jfi.v4i3.39214>.

²³ Robert Meyer, *Understanding Empiricism* (Acumen, 2006).

²⁴ Birol and Günel, “Psychological Counseling and Guidance Students’ Views on Industry 4.0.”

²⁵ Juhansar, “John Locke: The Construction of Knowledge in the Perspective of Philosophy.”

thinking that involves examining various ideas and supplementing them with new information. Locke emphasizes that experience is the primary source of human knowledge. This indicates that humans do not naturally possess inherited or innate knowledge but acquire everything they know through experiences gained from their senses. This view contrasts with the rationalist perspective, which holds that humans are born with innate knowledge or ideas already present in their minds at birth. Studies by Gilmore show that the structure of a child's brain is greatly influenced by sensory stimulation and early experiences, consistent with the concept of *tabula rasa*. Scholars shows that children learn moral values through social interaction and reinforcement, not through innate instincts. This finding is in line with Locke's view that morality is empirical. They found that concepts of justice and property rights develop through social experience, not as universal inborn traits, supporting Locke's claim that natural rights are learned through interaction.

Hume (2000) argues that humans are merely a bundle of perceptions that are constantly changing, consisting of impressions, which are vivid direct experiences such as pain or color, and ideas, which are weaker copies of impressions, such as memory or imagination. Hume states that we never experience a stable “self,” only a series of interconnected perceptions. According to Hume, the nature of humanity is first, non-substantial, meaning that the self is an illusion of a series of perceptions; second, dependent on psychological habits, meaning that cause and effect are products of habituation; and third, emotional and social, meaning that morality arises from sentiment, not reason. Modern empirical findings in neuroscience and cognitive psychology reinforce Hume's view that humans are products of experience, not fixed rational entities. David Hume argued that humans, as beings with limitations, can only understand the world around them through empirical experience²⁶. In Hume's view, humans have a natural tendency or instinct that drives them to believe what they perceive through their senses, without requiring deep reasoning. For example, they tend to believe in the existence of an external universe that is permanent and independent of the existence or continuity of rational beings. This, shows that Hume viewed humans as entities bound to their sensory experiences in their quest for knowledge. Human consciousness is integrated yet constantly changing, without a fixed “self-center,” in line with bundle theory. Humans mistakenly associate correlation with causality due to perceptual bias. Moral decisions involve greater activation of emotional brain areas such as the amygdala than rational areas (prefrontal cortex).²⁷

3. World View in Empiricism

The world view promoted by David Hume, shows that beliefs about the world basically come from experience, social interaction, and habits.²⁸ In this view, it is evident that beliefs or a series of beliefs held cannot be fully explained through existing theories. Hume emphasizes the importance of experience as a reliable and valid source of knowledge. According to Hume, everything that can be known about the world can only be understood through experience gained through the five senses. He firmly rejects the concept that humans can have a priori knowledge, which is universal knowledge that does not depend on experience. For Hume, human knowledge is entirely dependent on empirical sensory experience. This view reflects that Hume's perspective on the world is very focused on empirical experience as the main foundation for understanding the reality that surrounds us.²⁹ Thus, Hume invites us to realize that all knowledge is inseparable from everyday experience, and this becomes the starting point in the process of understanding and explaining the world.

John Locke's worldview emphasizes that sensory experience is the main source of human knowledge. In addition, Locke views nature as governed by understandable laws. Children's perception of reality develops gradually through sensory interaction with the environment.³⁰ According to Locke, all ideas and knowledge are rooted in experiences gained through the senses. He places strong emphasis

²⁶ Juhansar, “John Locke: The Construction of Knowledge in the Perspective of Philosophy.”

²⁷ M. R. Akbar, “Pemikiran John Locke Tentang Pendidikan,” *Jurnal Ilmiah Guru Madrasah 2*, no. 2 (2023): 114–23, <https://doi.org/10.69548/jigm.v2i2.16>.

²⁸ Akbar, “Pemikiran John Locke Tentang Pendidikan.”

²⁹ D. Hume, *An Enquiry Concerning Human Understanding* (Cambridge University Press, 2007).

³⁰ Wahyuni and Fernandes, “Empiricism in Psychological Guidance: Enhancing Intervention Effectiveness.”

on the importance of observation and experience as the foundation of human knowledge. Locke argues that without a basis of concrete experience, humans cannot attain certain knowledge. In the process of observing the world, individuals become aware of various elements of experience, including shape, color, sound, and the sensations caused by touch. There are strong reasons to believe that these elements are not entirely identical to the physical surface of objects. This shows how crucial the role of experience is in shaping an individual's worldview and way of thinking. In line with Locke's epistemology, found that scientific understanding develops through the accumulation of empirical evidence, not solely through deductive reasoning.³¹ Furthermore, Locke also emphasized rationality in understanding various experiences. Although sensory experiences are the main source of knowledge, rationality also plays a role in the process of processing and understanding these experiences. Locke argued that the human mind has the capacity to reflect on and consider these experiences, which in turn can produce deeper and more complex knowledge.

4. The Usefulness of Empiricism

Empiricism is useful in providing a solid and reliable foundation for the process of acquiring knowledge based on direct experience and systematic observation³². This approach serves to ensure that knowledge and practices produced through empirical methods have high validity, are reliable, and provide tangible benefits in various aspects of life. Empiricism is not merely a theory but also a practical guide relevant to the development of understanding about the surrounding world³³. Through the application of empirical principles, individuals and societies can better understand the phenomena occurring in their environment, enabling better and more informed decision-making. This demonstrates that the philosophy of empiricism not only contributes to the academic realm but also has broad implications in everyday life, including in the fields of science, education, and even in social and public policy contexts. In other words, the value of this philosophy lies in its ability to bridge the gap between theory and practice, providing the tools needed to evaluate and understand reality in a more objective and measurable way.

According to John Locke's views, empiricism has significant practical value, especially in the context of the development of modern science. Locke emphasized the importance of experience as the primary source of knowledge, which in turn contributed to the foundation of the scientific method as we know it today. Education should be useful for developing empirical and moral thinking skills, and that practical knowledge is more valuable than theoretical memorization without application. The practical value of empiricism in the context of modern pedagogy and how Locke's concepts promote evidence-based evaluation in curriculum and assessment. Locke also emphasizes the need for skepticism toward knowledge not grounded in empirical experience. This approach encourages individuals to constantly question and test the knowledge they possess, thereby fostering a culture of critical inquiry in the pursuit of truth. This perspective aligns with emphasis that utility is highly dependent on experiences gained through human senses. Hume argues that judgments of utility cannot be determined objectively, but are subjective and greatly influenced by each individual's personal experience. In this context, one of the key concepts in Hume's thinking is the concept of habit. Hume believed that humans tend to assign utility to an object or experience based on habits formed from past experiences.³⁴ In other words, the way we evaluate something is greatly influenced by what we have experienced before, creating patterns in how we understand and assign meaning to the world around us.

5. The Implications of Empiricism as the Foundation of Gordon Allport's Trait Theory in Psychological Guidance Models

The implications of empiricism in the context of trait theory, as expressed by Hume, show that human nature consists of two fundamental elements that play an important role in every action, namely compassion and understanding.³⁵ These two elements serve to integrate humans into social structures

³¹ K. Dunbar, "How Scientists Think in the Real World," *Science Education* 105, no. 3 (2021): 423–41.

³² Akbar, "Pemikiran John Locke Tentang Pendidikan."

³³ Surendranath Dasgupta, *A History of Indian Philosophy* (Cambridge University Press, 1922); Meyer, *Understanding Empiricism*.

³⁴ Hume, *An Enquiry Concerning Human Understanding*.

³⁵ Meyer, *Understanding Empiricism*.

and influence the outcomes arising from their interactions, which are an integral part of the human thought process. However, in Locke's view, individuals have the final say in determining their behavior, which is highly dependent on their understanding.³⁶

Although individuals can identify various mental abilities and issue the highest instructions to their will as agents, in reality, humans are responsible agents in determining their voluntary actions based on prior knowledge or how that knowledge is presented in their understanding. Research demonstrates that traits are influenced by environmental experiences. They show that experience-based psychological counseling effectively changes student traits such as tolerance and empathy.³⁷ Thus, it can be concluded that the implication of empiricism in trait theory is that experiences gained through human senses reinforce Gordon Allport's trait theory by emphasizing the role of experience in personality formation. A psychological guidance model grounded in the philosophy of empiricism and based on trait theory that adopts this principle must be based on empirical assessment, structured intervention, and evaluation.

D. Conclusion

The psychological guidance model based on the philosophy of empiricism, particularly the ideas of John Locke and David Hume, offers an effective approach to improving tolerance and character development among students. Locke, with his concept of *tabula rasa*, asserts that human knowledge and values are shaped through experience, while Hume emphasizes the role of habit and sentiment in forming beliefs and morality. These two perspectives form the theoretical foundation for a psychological guidance model that emphasizes an evidence-based and adaptive approach to individual needs. Literature reviews indicate that integrating empiricist principles into psychological counseling, including their application in Gordon Allport's trait theory and social interaction models, can create structured, scientific, and responsive interventions tailored to the psychological dynamics of clients. Practically speaking, this model not only encourages the development of tolerance through collaborative experiences but also strengthens the pedagogical foundation in higher education, in line with the values of inclusivity and social justice enshrined in the National Education System Law. Thus, the philosophy of empiricism is not only relevant as a philosophical and theoretical framework but also as a methodological approach in psychological guidance that is oriented toward concrete experiences and evidence-based solutions.

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³⁶ Locke, *An Essay Concerning Human Understanding*.

³⁷ McCrae and Costa, "Empirical and Theoretical Status of the Five-Factor Model of Personality Traits."

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